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ABSTRACT

In order to determine the number of Johnson County Community College (JCCC) students transferring to four-year institutions and their academic performance at the institutions, records were obtained from 10 of 11 regional institutions most often accepting JCCC transfers. In addition, questionnaires were mailed to the 1,403 JCCC students who completed at least 6 credit hours and transferred to four-year institutions between summer 1991 and spring 1992 . A total of 349 former students responded, for a response rate of 25%. Major findings from the survey and the analysis included the following: (1) the 1,403 students who transferred between summer 1991 and spring 1992 represented 29% of the students who could have transferred; (2) 71% of transfers attended either Kansas State University or the University of Kansas, with the remainder of students enrolled primarily in Kansas and Missouri institutions; (3) 77% of respondents indicated that their primary educational objective had been preparation for transfer, with 92% responding that they had achieved their ultimate objective at JCCC; (4) the transfer students had an overall grade point average (GPA) of 3.00 at JCCC and an overall GPA of 2.59 at their four-year institutions; (5) in 8 out of 10 institutional quality ratings, more students were satisfied with JCCC than with their four-year institution; and (6) most students felt that JCCC helped them improve in such skill areas as communication, arts and sciences, and self-confidence. Detailed data tables and the survey instrument are included. (MAB)

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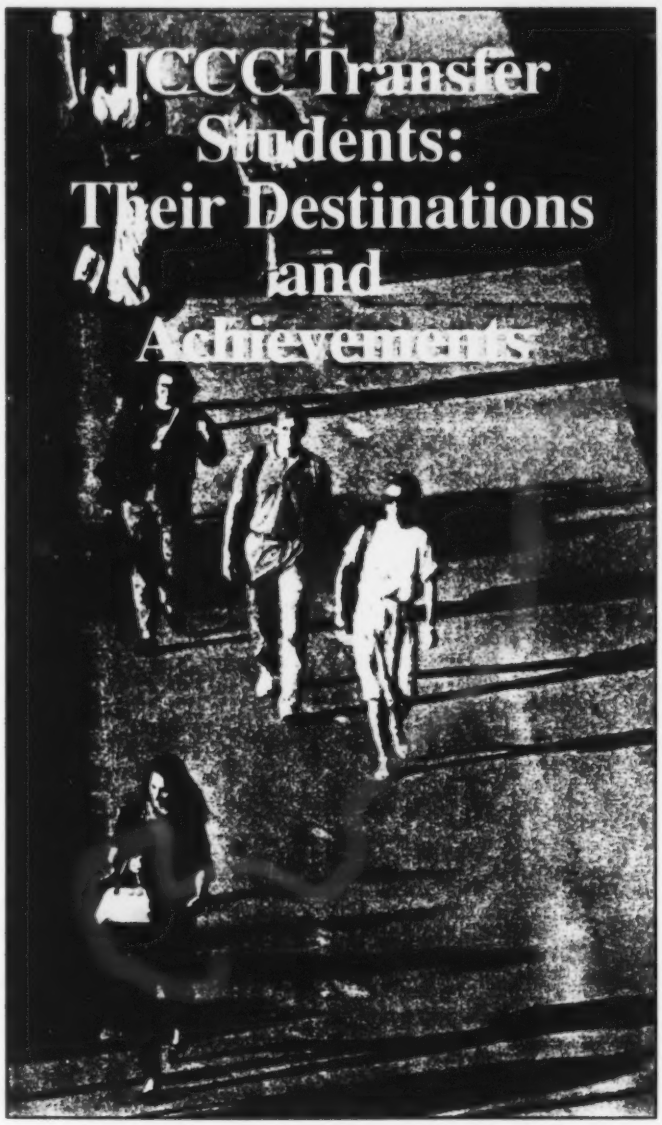

Office of Institutional Research
Johnson County Community College
June 1993

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JCCC TRANSFER STUDENTS:

THEIR DESTINATIONS AND ACHIEVEMENTS

1992-1993

Office of Institutional Research
Johnson County Community College
Overland Park, Kansas
66210-1299

June 1993

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JCCC's Transfer Mission

One of the most important components of Johnson County Community College's mission is that of preparing its students for transfer to 4-year colleges and universities. This report provides information on the degree to which the college is fulfilling that goal. The major findings of the study are summarized in the body of the report. Appendix A contains tables detailing the findings.

Methods

The methods used to gather information on JCCC's transfer students are described here and documented in Appendices B through E. One measure of the effectiveness of JCCC's transfer function used in this report, namely transfer rate, is based on a comparison of the number of students leaving JCCC with 6 or more credit hours against the number of former students enrolling in 4-year institutions one or more semesters later. The latter group was identified by requesting the names and academic records of former JCCC students who had enrolled in one of 11 regional institutions most often accepting the college's transfers. The records of 1,403 former students were obtained from 10 of the 11 institutions (Appendix B).

A transfer follow-up survey was sent to these former JCCC students in order to gather their perceptions of 4-year colleges, as well as comparisons of JCCC with the transfer institutions. In addition to the items in the survey, former students were invited to add any comments that they thought might be helpful to future JCCC students. Two mailings (an original and a follow-up) were conducted between November 1992 and February 1993 (Appendices C and D). A total of 349 (25%) of the 1,403 surveys sent to former students were returned.

This report thus summarizes information from two major sources: the academic records of the 1,403 transfer students from JCCC and the 10 colleges where the majority of them had transferred; and 349 of those former students' responses to a survey of their backgrounds, experiences, and perceptions. The body of the report summarizes key findings. The appendices contain tabular data from the survey and students' records. The comments added to the survey by the students are published separately as a supplement to this report.

Requests for the supplement of verbatim comments, as well as questions and comments pertaining to this study, should be directed to:

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MAJOR FINDINGS

The Destinations of JCCC Transfer Students

* *The majority of JCCC students transferred to institutions in Kansas and Missouri, with the University of Kansas and Kansas State University receiving seven out of ten of them (71%).*

The Transfer Mission of JCCC

* *A total of 1,403 former JCCC students who had earned six or more credit hours at the college enrolled in transfer institutions between summer 1991 and spring 1992. That number constitutes approximately 29% of the 4,767 JCCC students who could have transferred between summer 1991 and spring 1992. This transfer rate compares favorably with the national average of 25% (Adelman, 1988; Berman, Curry, Nelson, & Weiler, 1990; Berman, Curry, Nelson, Santhanam & Weiler, 1990; Clagett & Huntington, 1992; Clearing House for Junior Colleges, 1993; Cohen, 1991).*

* *Over three-fourths of the former JCCC students who responded to the transfer follow-up survey indicated that their primary educational objective at JCCC had been preparation for transfer.*

Academic Performance of Former JCCC Students

* *JCCC transfer students earned grade-point averages well above passing levels at both JCCC and their 4-year college or university. This group of former students achieved a mean cumulative GPA of 3.00 in their JCCC courses and a mean cumulative GPA of 2.59 at the 4-year institutions to which they transferred.*

Former Students' Perceptions of JCCC

* *Based on responses of 349 former students to the transfer follow-up survey, many features of JCCC compared favorably with those in the 4-year schools they were attending, particularly the quality of instruction, convenience of class scheduling, faculty helpfulness, and the registration process.*

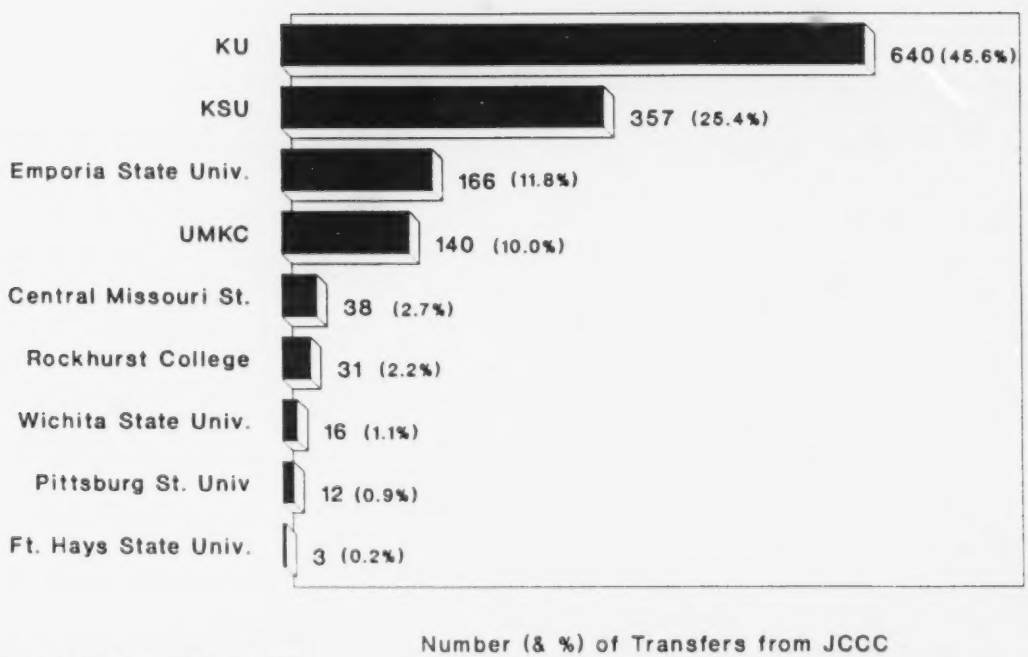
* *Former students who responded to the survey items also indicated that they had grown in a variety of areas during their tenure at JCCC, including improvement of several types of communication skills, broadened knowledge of arts and sciences, enhanced self-confidence and ability to get along with others, improved values and goal clarification, and improved decision-making skills.*

How Many JCCC Students Transfer & Where Do They Go?

To estimate the numbers of JCCC students who transferred to 4-year schools, this study relied on reports from a group of 4-year colleges in Kansas and Missouri where JCCC students have typically enrolled. A total of 1,403 former JCCC students who left the college after earning six or more credit hours and enrolled in a 4-year college or university between summer 1991 and spring 1992 were identified. Figure 1 shows the institutions that enrolled the majority of JCCC's transfer students, as well as the numbers of students and percentages at each of these institutions.

Slightly over seventy percent (71%) of this group of former JCCC students attended either Kansas State University or the University of Kansas. The remainder enrolled primarily in other Kansas, and to a lesser extent, Missouri, institutions. See Table 1 in Appendix A for details.

Figure 1
Major Destinations of JCCC Transfer Students (Summer 1991-Spring 1992)



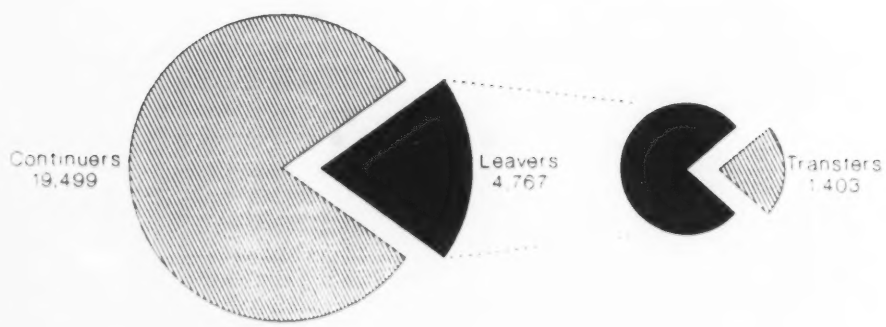
Note. Based on a total of 1,403 former JCCC students.

How Many Students Who Left with 6 or More Credits Transferred?

Determination of a transfer rate rests on at least two factors. One involves the number of credit hours a student has earned. It has been suggested that a student must earn at least 6 credit hours at a community college for that institution to have made a contribution toward the student's achievement of the baccalaureate degree (Berman et al., 1990, p. 14). A second factor in determining transfer rate involves when students leave the community college; most transfer students enroll in a 4-year institution shortly after leaving the 2-year college.

Of the 12,170 students who were enrolled at JCCC during spring 1991 and earned 6 or more credit hours from the college by the end of the semester, 2,876 were subsequently identified as "leavers"--they did not re-enroll at JCCC during the fall 1991 semester. During the fall 1991 semester, 1,891 of the 12,096 students with 6 or more credit hours from the college did not return in spring 1992. Thus a total of 4,767 students who could have transferred left JCCC between fall 1991 and spring 1992. Data indicating what each of those non-returning students did as individuals after leaving JCCC are not available. However, it is known that at least 1,403 JCCC students with 6 or more credits from the college registered in transfer institutions between summer 1991 and spring 1992. A conservative estimate based on the above figures suggests that JCCC's transfer rate is roughly 29%, a figure that compares favorably with the 25% national average reported by Berman et al. (1990, p. 14). See Figure 2.

Figure 2. Numbers of JCCC Continuers, Leavers, & Transfers with 6 or More Credits (Spring 1991-Spring 1992)



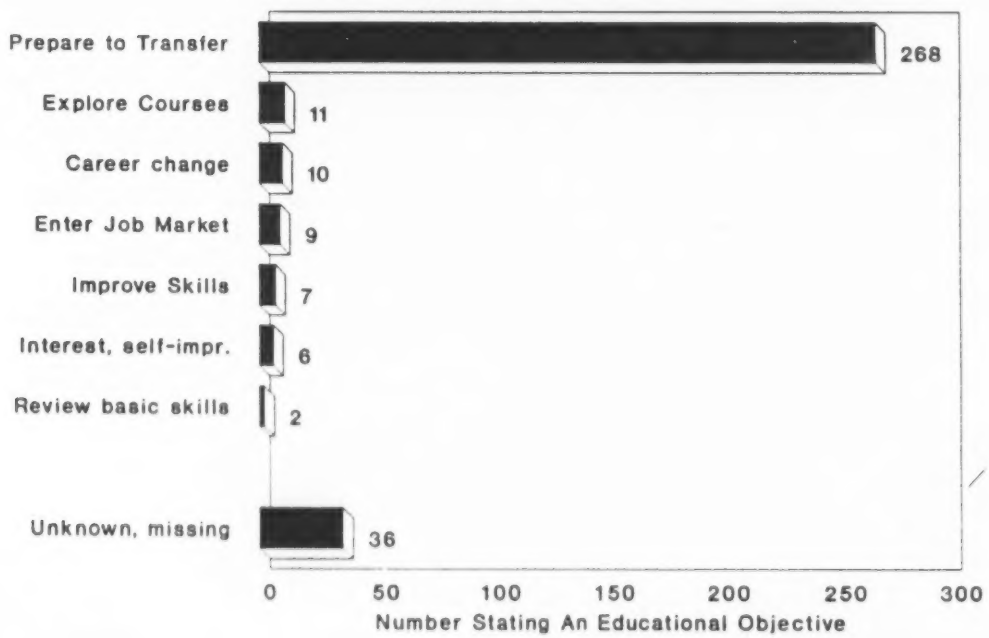
How Many Transfer Students Met Their Primary Objective?

Follow-up surveys mailed to JCCC transfer students included a question regarding their primary educational objectives. Approximately three-fourths (77%) of the 349 respondents who transferred between summer and spring 1992 indicated that they had entered JCCC with the objective of transferring to a 4-year college (see Figure 3). Thus three-fourths of the JCCC transfer students responding to the survey had succeeded in meeting their primary objective of transfer to a 4-year college or university. See Table 2 in Appendix A.

It is also interesting that 43 (13%) of the transfer students who responded to the survey had entered the college with intentions other than transferring, as did 10% (39) students who did not indicate an initial objective. Thus a substantial group of students who entered JCCC with other objectives also transferred to 4-year colleges. These "unexpected transfers" (Berman et al., 1990, p. 27) provide additional evidence that the college is succeeding in its transfer function.

Overall, 92% of the survey respondents indicated that had achieved their ultimate objective at JCCC. In addition, 90% indicated that the college had helped them achieve it.

Figure 3
Primary Objective Stated by 349 Transfer Students At Time of 1st JCCC Enrollment

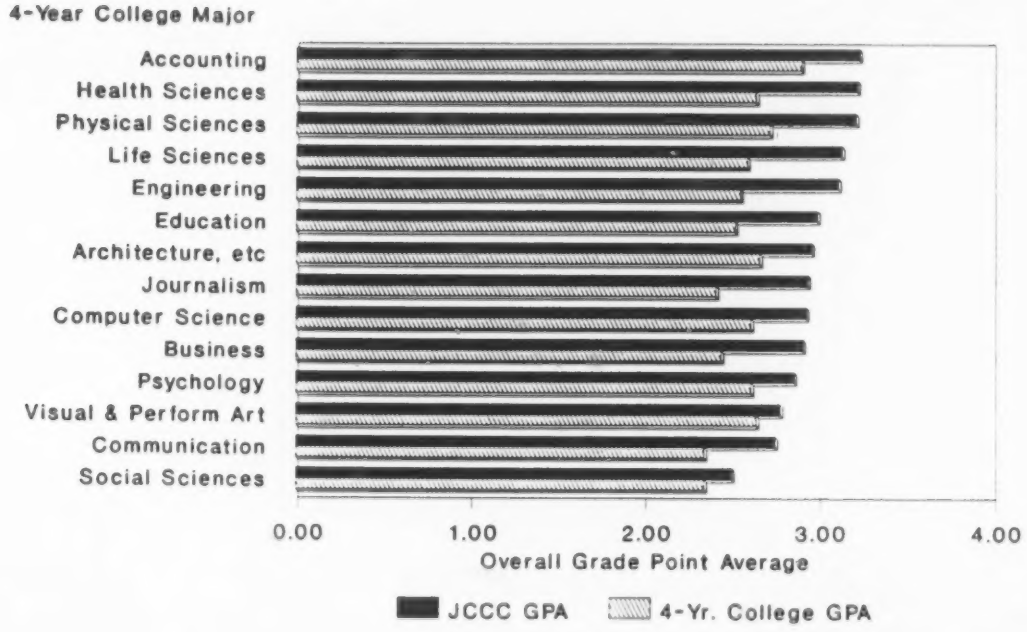


Were JCCC Transfer Students Academically Successful at JCCC & Their 4-year College?

Former JCCC students who transferred during 1991 and 1992 achieved grades well above passing levels at both JCCC and at the ten 4-year colleges and university for which records are available. As a group, the 1,403 students achieved an overall GPA at JCCC of 3.00 and earned an overall GPA of 2.59 at their 4-year colleges.

Figure 4 displays the cumulative grade point averages of JCCC transfer students from both JCCC and from their 4-year colleges, arrayed by their majors at the senior institutions. Note that GPAs at JCCC ranged between A- and C+ and between B and C at the 4-year institutions. Students transferring from JCCC to 4-year schools were therefore generally successful, academically, in both institutions. See Tables 3, 4, and 5 in Appendix A for details.

Figure 4
Transfer Students' JCCC & 4-Year College GPAs, by 4-Year College Majors

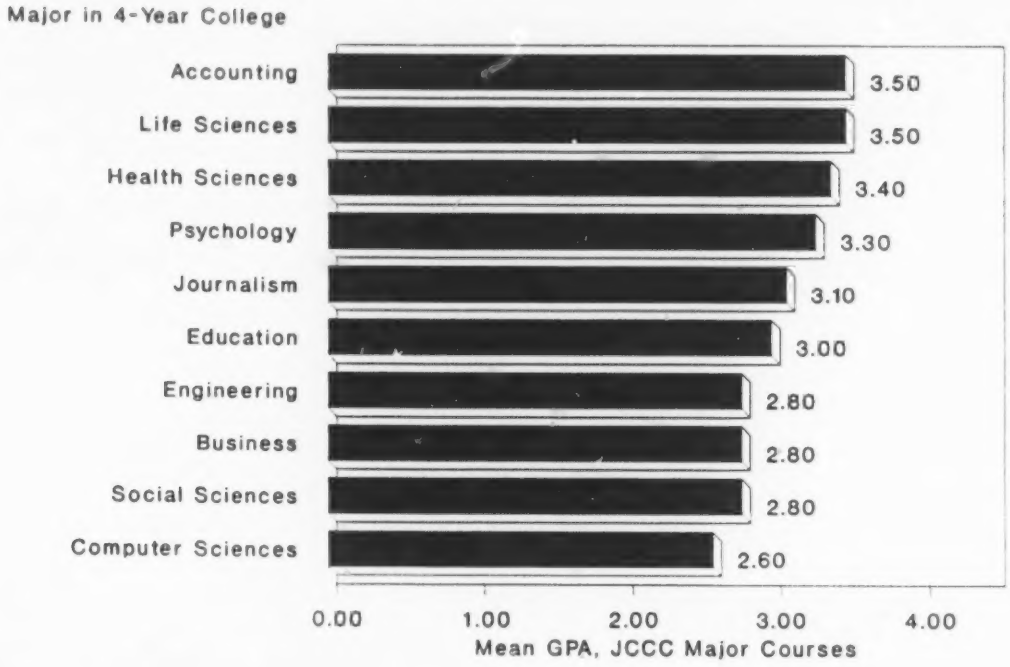


Were Former Students Well-Prepared by Their Major Courses at JCCC?

Figure 5 indicates how well transfer students performed in the JCCC courses they took which were related to their eventual 4-year college majors. The figure therefore contains data that respond in part to the question of how well JCCC prepares its students for upper division work in their majors at 4-year colleges and universities.

On the average, JCCC grades earned by former students in courses related to their 4-year college major ranged between A- and C+. The highest achievement levels were associated with majors in accounting and life sciences. Average grades achieved in other areas were lower, but generally in the B to C+ range. See Table 6 in Appendix A for details.

Figure 5
Grade Point Averages in JCCC Courses
Related to Majors in 4-Year Schools

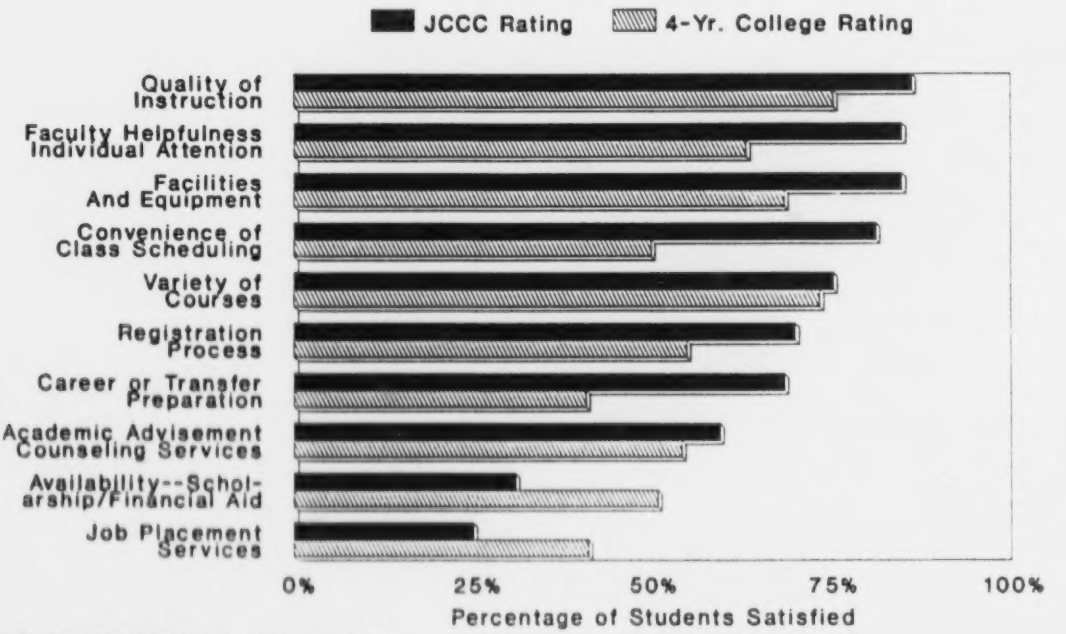


How Does JCCC Compare with 4-Year Colleges?

Students who responded to the transfer follow-up survey were asked to rate their levels of satisfaction with selected characteristics of JCCC and the 4-year college they attended. As Figure 6 indicates, JCCC is rated more favorably than 4-year colleges on all but two characteristics. Former JCCC students expressed their highest levels of satisfaction with the quality of instruction at JCCC and the lowest with JCCC's job placement services.

Former Johnson County students were therefore generally more satisfied with their experiences at JCCC than they were with those in the 4-year schools to which they had transferred. Only financial aid availability and job placement services at 4-year colleges were clearly rated more highly than those at JCCC. See Table 7 in Appendix A for details.

Figure 6
JCCC and 4-Year Colleges: Comparisons
By JCCC Transfer Students



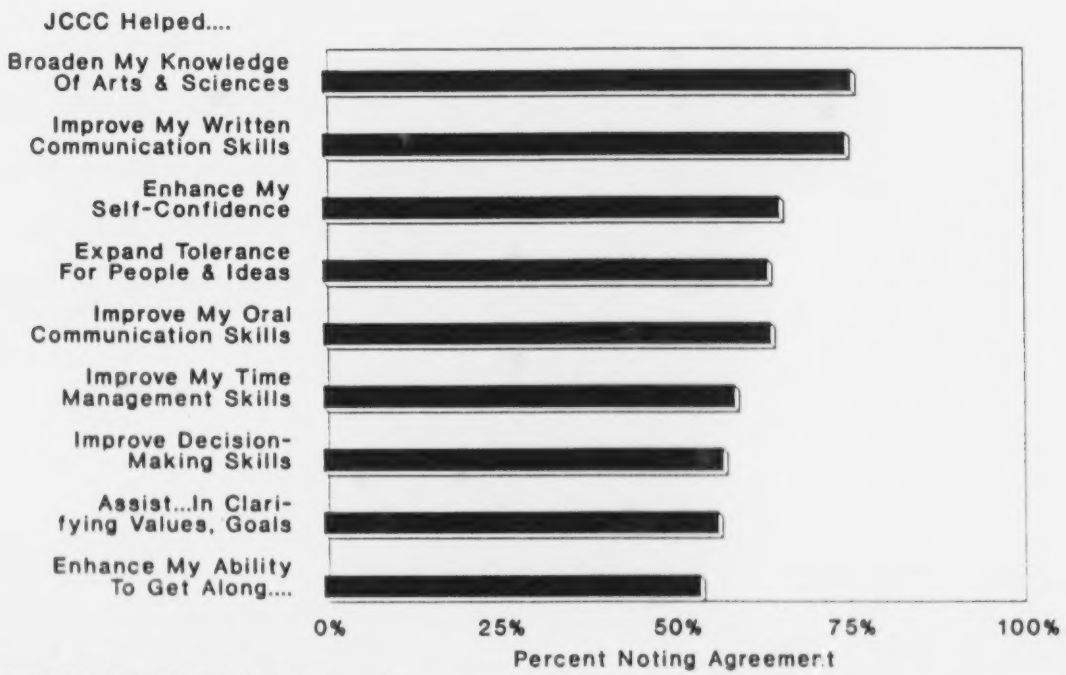
Note. Percentages indicate those marking "Satisfied"/"Very Satisfied" (N=349).

Which Skills & Personal Qualities Improved While Students Were at JCCC?

A question commonly raised about college enrollment is whether the experiences help students develop or improve many facets of their lives. The 349 transfer students who responded to the transfer follow-up survey were asked to rate nine skill areas and personal characteristics with respect to whether they thought attendance at JCCC had helped them improve in those areas.

As Figure 7 shows, the majority of students responding to the survey thought JCCC had helped them improve in all nine areas surveyed. Three-fourths of the former JCCC students indicated that the college had helped them broaden their knowledge of arts and sciences and improve their written communication skills. More than half indicated that the college had enhanced their ability to get along with others. See Table 8 in Appendix A for details.

Figure 7
Student Characteristics that Were
Improved by Attendance at JCCC



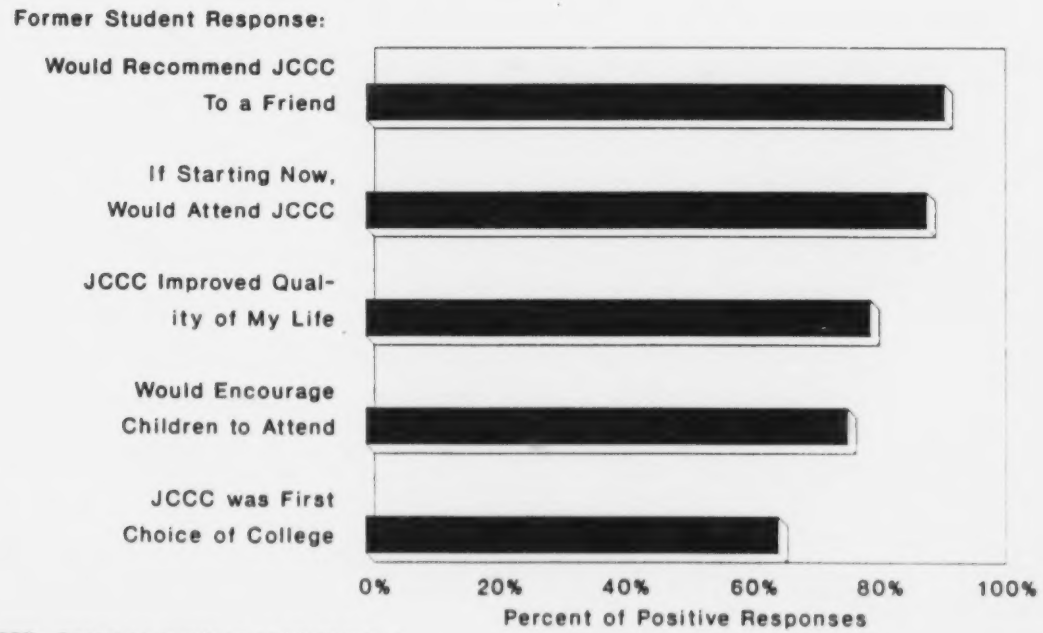
Note. Percent checking "strongly agree"/ "agree" for each statement (N=349).

Were Former JCCC Students Satisfied with the College?

The transfer follow-up survey also asked several questions that together suggest something of the degree of former students' satisfaction with, and overall evaluation of, JCCC. Students' responses provide firsthand information not only on how they felt about the college, but on how useful they considered their experiences in preparing them for a 4-year school (see Figure 8).

For instance, nine out of ten former JCCC students noted that they would recommend the college to friends and acquaintances. Eight out of ten former JCCC students indicated that attending the college had improved the quality of their lives aside from any financial gains they may have had. Three-fourths of the students responding (76%) would encourage their children to attend JCCC. Roughly two-thirds (65%) of the former students responding to the survey indicated JCCC was their first choice of a college at the time they enrolled. See Table 9 in Appendix A for details.

Figure 8
Satisfaction of Former Students
With Their Experiences at JCCC



NOTE: Based on numbers of "definitely," "yes," and "probably" responses (N=349)

How Many Credit Hours Were Earned at JCCC by its Transfer Students?

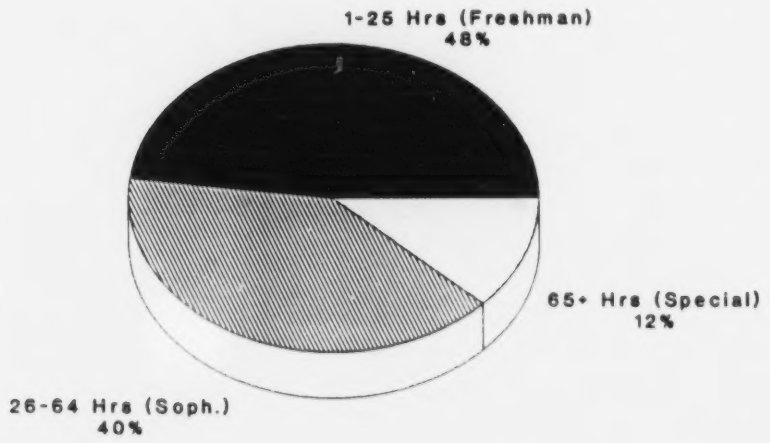
Records indicate that the 1,403 of the former students who transferred between summer 1991 and spring 1992 earned between 6 and 129 credit hours at JCCC before leaving the college. Slightly less than half (670 students or 48%) had earned between 6 and 25 JCCC credit hours at the time they entered a 4-year college, thus were classified as freshman.

Forty percent (565 students) were classified as sophomores at JCCC, since they had earned between 26 and 64 credit hours at the time they transferred.

The remaining 168 (12%) who had earned more than 64 credit hours at JCCC were classified as special students at the time of transfer.

Overall, the 1,403 students earned an average of 33.9 credit hours at JCCC prior to transferring. See Figure 9 and Table 10 in Appendix A for more details.

Figure 9. Credit Hours Earned (Class Levels) JCCC Transfer Students (N=1,403)

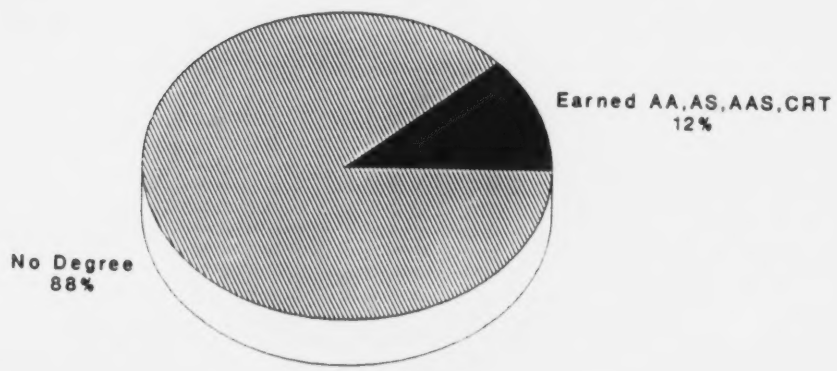


How Many Transfer Students Graduated from JCCC?

Research on transfer students suggests that those who earn degrees from their community college tend to be more successful in 4-year institutions (Adelman, 1988; Cohen, 1991). The data on credit hours earned presented on page 15 suggest that most JCCC students transfer prior to earning an associate's degree. As Figure 10 indicates, that is indeed the case.

Records of the 1,403 former students who transferred between summer 1991 and spring 1992 indicate that 191 (12.4%) had earned a degree or certificate from JCCC prior to transferring to a 4-year college or university.

Figure 10. Associate Degrees Earned by JCCC Transfer Students (N=1,403)



How Many Semesters Were Transfer Students Enrolled in JCCC?

The data presented above suggest that JCCC's transfer students tend to leave the college before earning credit hours sufficient to qualify them for upper-division work on a degree at the 4-year institution. Figure 11 also supports this view.

Available records indicate that approximately four out of ten former JCCC students who entered 4-year institutions between summer 1991 and spring 1992 had been associated with the college between one and four semesters, many on a part-time basis. Slightly more than one-fourth of the JCCC students for whom records are available transferred to 4-year institutions after 1 or 2 semesters in the community college (26% or 365 students). Another 15% (210) left JCCC for 4-year institutions after 3 or 4 semesters. The remaining 828 students (59%) attended JCCC for longer periods of time (up to 22 semesters).

Figure 11. Number of Semesters Spent at JCCC by Transfer Students (N=1,403)

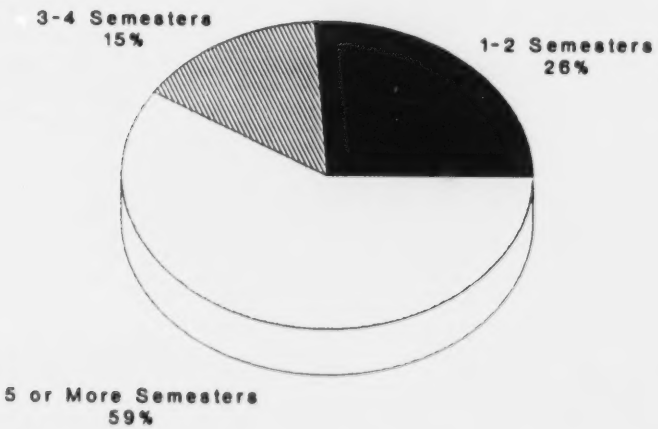


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Table 1

ENROLLMENT OF JCCC STUDENTS IN TRANSFER INSTITUTIONS
(N=1,403)

	Number of Respondents	Percent
Transfer Institution		
The University of Kansas	640	45.6%
Kansas State University	357	25.4
Emporia State University	166	11.8
University of Missouri-Kansas City	140	10.0
Central Missouri State University	38	2.7
Rockhurst College	31	2.2
Wichita State University	16	1.1
Pittsburg State University	12	0.9
Ft. Hays State University	3	0.2
Year First Entered Transfer Institution		
1991	1,306	93.1%
1992	69	4.9
Other, unknown	28	2.0
Class Standing at Transfer Institution		
Freshman	373	43.1%
Sophomore	179	20.7
Junior	214	24.7
Senior	82	9.5
Other	18	2.0
Unknown	537	--

Table 2

JCCC EDUCATIONAL OBJECTIVES OF SURVEY RESPONDENTS
(N=349)

	Number of Respondents	Percent
Original Primary Educational Objective at JCCC		
Prepare to transfer to another college or university	268	76.8%
Explore courses to decide on new career	11	3.2
Prepare to change careers	10	2.9
Prepare to enter the job market	9	2.6
Improve skills for your present job	7	2.0
Study topics of interest or for self-improvement	6	1.7
Remedy or review basic skills	2	0.6
Other/Unknown/Missing	36	10.3
Changed Educational Objective at JCCC		
Yes	40	11.5%
No	306	87.7
Unknown	3	0.9
New Educational Objective		
Prepare to enter the job market	15	34.1%
Prepare for graduate school	12	27.3
Transfer to another college or university	5	11.4
Prepare to change careers	3	6.8
Other/Unknown/Missing	13	20.4
Achieved Ultimate Objective at JCCC		
Yes, completely	200	57.3%
Yes, partially	122	35.0
No	21	6.0
Unknown	6	1.7
JCCC Helped Achieve Objective		
Yes	284	81.4%
Unsure	32	9.2
No	9	2.6
Unknown/Missing	24	6.9

Table 3

GRADE POINT AVERAGE EARNED AT JCCC
(N=1,403)

	Number of Students	Percent
Overall JCCC GPA Earned		
0.01 - 0.99	3	0.2%
1.00 - 1.99	57	4.1
2.00 - 2.99	577	41.1
3.00 - 3.99	677	48.3
4.00	89	6.3

Mean = 3.00; Median = 3.00

Table 4

GRADE POINT AVERAGE EARNED AT TRANSFER INSTITUTIONS
(N=1,403)

	Number of Students	Percent
Overall 4-Year Institution GPA Earned		
0.00	44	3.1%
0.01 - 0.99	41	2.9
1.00 - 1.99	187	13.3
2.00 - 2.99	582	41.5
3.00 - 3.99	451	32.1
4.00	68	4.8
Unknown/Missing	30	2.1

Mean = 2.59; Median = 2.66

Table 5

JCCC STUDENTS' CUMULATIVE GRADE POINT AVERAGES AT JCCC AND 4-YEAR INSTITUTIONS, BY 4-YEAR COLLEGE MAJOR

Major Area of Study 4-Year College	Number of Cases	JCCC Cum. GPA	Transfer Cum. GPA
Accounting	22	3.24	2.91
Health Sciences	124	3.23	2.65
Physical Sciences	19	3.22	2.73
Biology	64	3.14	2.60
Engineering	120	3.12	2.56
Education	110	3.00	2.53
Architecture	15	2.97	2.67
Journalism	38	2.95	2.42
Business	237	2.92	2.45
Computer Science	17	2.94	2.62
Psychology	56	2.87	2.62
Art, Music	19	2.79	2.65
Communication	39	2.76	2.35
Social Sciences (not including Psychology)	67	2.51	2.35

Table 6

GRADE POINT AVERAGES IN JCCC COURSES RELATED TO TRANSFER STUDENTS' 4-YEAR COLLEGE MAJOR

Major Area of Study	Number of Cases	JCCC Cum. GPA
Accounting	16	3.5
Life Sciences	33	3.5
Health Sciences	52	3.4
Psychology	24	3.3
Journalism	34	3.1
Education	75	3.0
Business	42	2.8
Social Sciences	26	2.8
Engineering	72	2.8
Computer Science	24	2.6

Note. Related courses were defined as those with the same course prefixes (e.g., education [EDUC] courses taken by education majors) or clearly related required courses (e.g., biology courses needed for a health science major).

Table 7

SATISFACTION WITH VARIOUS ASPECTS OF COLLEGE

	At JCCC				At Four-Year University			
	Number of Responses	Satisfied	Neutral	Dissatisfied	Number of Responses	Satisfied	Neutral	Dissatisfied
Quality of instruction	338	86.7%	9.8%	3.6%	335	75.8%	14.3%	9.9%
Helpfulness/individual attention of faculty	339	85.3	12.1	2.7	337	63.8	22.3	13.9
Facilities and equipment	327	85.3	12.8	1.8	329	69.0	18.5	12.5
Convenience of class scheduling	338	81.7	12.7	5.6	337	50.7	23.1	26.1
Variety of Courses	339	75.8	18.3	5.9	337	73.9	16.6	9.5
Registration process	342	70.5	13.7	15.8	335	55.5	19.7	24.8
Transfer preparation	335	69.0	19.7	11.3	245	41.2	51.0	7.8
Academic advisement and counseling	321	60.1	25.2	14.6	334	54.8	21.3	24.0
Availability of scholarships and financial aid	282	31.2	43.0	15.6	296	51.4	37.8	13.9
Job placement services	234	25.2	69.7	5.1	241	41.5	51.5	7.1

NOTE: Data were collected utilizing a 5-point scale ranging from "very dissatisfied" to "very satisfied." Thus, the "satisfied" column includes "very satisfied" and "somewhat satisfied" responses combined and the "dissatisfied" column includes "somewhat dissatisfied" and "very dissatisfied" responses combined.

Table 8

PERCEPTIONS OF JCCC EXPERIENCES

JCCC Helped--	Number of Responses	Agree	Neutral	Disagree
Broaden knowledge of arts and sciences	308	75.8%	20.8%	3.5%
Improve written communication skills	322	75.1	20.5	4.3
Enhance self-confidence	317	65.6	28.4	6.0
Expand tolerance for people and ideas	308	63.9	30.5	5.5
Improve oral communication skills	308	64.3	28.2	7.5
Improve time-management skills	315	59.1	32.1	9.1
Improve decision-making skills	310	57.4	38.7	3.9
Clarify values and goals	305	56.7	32.8	10.5
Enhance my ability to get along with others	307	54.1	39.1	6.8

NOTE: Data were collected utilizing a 5-point scale ranging from "strongly disagree" to "strongly agree." Thus, the "agree"column includes "strongly agree" and "agree" responses combined and the "disagree" column includes "disagree" and "strongly disagree" responses combined. Percentages are based on the actual responses given to each item.

Table 9

SATISFACTION WITH JCCC
(N=349)

	Number of Respondents	Percent
Was JCCC Your First Choice . . . At the Time You Enrolled?		
Yes	228	65.3%
Unsure	26	7.4
No	86	24.6
Unknown/Missing	9	2.6
JCCC Improved Your Quality of Life?		
Definitely yes	134	38.4%
Probably yes	145	41.5
Uncertain	35	10.0
Probably no	24	6.9
Definitely no	4	1.1
Unknown/Missing	7	2.0
If You Could Go Back, Would You Still Attend JCCC?		
Definitely yes	233	66.8%
Probably yes	77	22.1
Uncertain	7	2.0
Probably no	20	5.7
Definitely no	8	2.3
Unknown/Missing	4	1.1
Would You Recommend JCCC To Your Friends & Acquaintances?		
Yes	320	91.7%
Unsure	19	5.4
No	4	1.1
Unknown/Missing	6	1.7
Would You Encourage Your Children To Attend JCCC?		
Yes	266	76.2%
Unsure	55	15.8
No	15	4.3
Unknown/Missing	13	3.7

Table 10

STUDENT CREDIT HOURS EARNED AT JCCC
BY TRANSFER STUDENTS
(N=1,403)

	Number of Students	Percent
Credit Hours Earned		
6 - 25	670	47.8 %
26 - 64	565	40.3%
65 or more	168	12.0%

Mean = 33.9 hours; Median = 28.0 hours

Table 11

DEMOGRAPHIC PROFILE OF SURVEY RESPONDENTS
(N=349)

	Number of Respondents	Percent
Sex		
Male	140	40.1%
Female	209	59.9
Age		
18 to 25	249	71.5%
26 to 30	28	7.9
31 to 35	23	6.7
36 to 40	22	6.4
41 to 50	19	5.5
Over 50	17	0.5
Unknown	5	1.5
Mean = 25.0; Median = 22.0		
Race/Ethnicity		
American Indian or Alaskan	11	3.3%
Hispanic	6	1.6
Asian/Pacific Islander	6	1.5
African American Black	1	0.3
White/other	316	90.8
Unknown	9	2.6
Marital Status		
Single/Never married	230	65.9%
Married	70	20.0
Previously married	25	7.2
Unknown	24	6.9
Family Income		
Under $20,000	69	19.7%
$20,000 to $40,000	77	22.1
$40,001 to $60,000	71	20.3
$60,001 to $80,000	37	10.5
$80,001 to $100,000	33	9.4
Over $100,000	32	9.2
Unknown	34	9.7

Table 11 (cont.)

DEMOGRAPHIC PROFILE OF SURVEY RESPONDENTS
(N=349)

	Number of Respondents	Percent
Year Most Recently Enrolled		
1990	11	3.1%
1991	184	52.6
1992	28	8.5
Other	113	32.3
Missing	12	3.6
Total Number of Semesters Enrolled at JCCC		
1 or 2	94	27.%
3 or 4	106	30.5
5 or 6	83	23.9
7 or 8	33	9.5
9 or more	18	5.3
Unknown	12	3.3
Mean = 4.3; Median = 4.0		
Total Number of Semesters Enrolled Full-Time at JCCC		
1 or 2	96	27.1%
3 or 4	83	23.9
5 or 6	28	8.0
7 or 8	4	1.1
None/Unknown	140	40.0
Mean = 3.0; Median = 3.0		
Program Major		
General transfer	135	38.7%
Business/Technology	62	17.9
Communications	1	0.5
Humanities/Social Sciences/Arts	40	11.5
Science/Mathematics	25	7.2
Computer Science	3	1.0
Other	39	11.3
Undecided	12	3.3
Unknown/Missing	30	8.5

Table 11 (cont.)

DEMOGRAPHIC PROFILE OF SURVEY RESPONDENTS
(N=349)

	Number of Respondents	Percent
Self-reported Hours Completed		
1 to 5	20	5.6%
6 to 10	36	10.3
11 to 15	21	5.9
16 to 30	79	22.6
31 to 45	46	13.3
46 to 60	49	14.1
Over 60	80	22.8
Unknown/Missing	19	5.4
Mean = 36.2; Median = 31.0		
Self-reported JCCC Grades		
Mostly A's	107	30.8%
Mostly A's and B's	122	35.1
Mostly B's	43	12.3
Mostly B's and C's	53	15.1
Mostly C's	9	2.6
Mostly C's and D's	1	0.2
Mostly D's	1	0.2
Unknown/Missing	12	3.6
Earned Associate Degree?		
Yes	67	19.2%
No	282	80.8
Employment Status		
Full-time military	1	0.3%
Employed full-time (30+ hours/week)	57	16.3
Employed part-time (under 30 hours/week)	152	43.6
Unemployed, actively looking for work	22	6.3
Out of the labor force	108	30.9
Unknown	9	2.6

Table 11 (cont.)

DEMOGRAPHIC PROFILE OF SURVEY RESPONDENTS
(N=349)

	Number of Respondents	Percent
Current Educational Objective		
Prepare to enter the job market	141	40.4%
Prepare for graduate school	98	28.1
Transfer to another college or university	24	6.9
Prepare to change careers	14	4.0
Improve skills for present job	4	1.1
Explore courses to decide on a new career	3	0.9
Study topics of interest for self-improvement	2	0.6
No plans for more education	2	0.6
Other	34	9.7
Unknown/Missing	27	7.7
Primary source of Income		
Parents/Guardians	120	34.4%
Employment off campus	105	30.1
Student loans	37	10.6
Grant/Scholarship	11	2.9
Employment on campus	7	2.0
Other/Unknown	70	20.1
All Sources of Income[1]		
Parents/Guardians	178	51.0%
Employment off campus	185	53.0
Student loans	96	27.5
Grant/Scholarship	102	29.2
Employment on campus	41	11.7
Other/Unknown	83	23.8

[1]NOTE: Multiple response item; numbers and percentages are not additive.

APPENDIX B

LETTER TO TRANSFER RECIPIENT INSTITUTION

DATE: September 18, 1992

TO: Firstname Lastname
Position
Institution

FROM: Jeff Seybert
Director, Research, Evaluation, & Instructional Development
Johnson County Community College

Charles Van Middlesworth
Director, Institutional Research
Kansas City Kansas Community College

SUBJECT: TRANSFER STUDENT FOLLOW-UP

We are attempting to initiate a systematic, transfer student tracking process between our colleges and the major senior institutions to which the majority of our students transfer.

Below is a list of proposed data elements for this tracking process. It is our hope that we can receive a report containing these (or similar) data on at least an annual basis on all our former students enrolled at InstitutionAbbrev.

Data Elements:
Name
Social Security number
Local Address
Permanent Address
Gender
Current Class Standing
Ethnic Classification
Date of first InstitutionAbbrev Matriculation
Cumulative InstitutionAbbrev Hours Attempted
Cumulative InstitutionAbbrev Hours Completed
Cumulative GPA
Major (by CIP Code)
Graduation Date

In addition to incorporating this information into transfer student databases at our respective institutions, we plan to periodically survey these students and will be happy to share reports of those efforts with you as they become available.

I want to assure you that in full compliance with the Buckley amendment, these data will be used for research purposes only. No individual student's data will ever be released, all data will be completely confidential, and results will be reported in group form only.

We would appreciate your attention to this request as soon as possible as well as any ideas or suggestions you might have to help us with this tracking project. Please call either of us if you have any questions.

Thank you in advance for considering this request.

SURVEY COVER LETTER

November 18, 1992

Dear Former JCCC Student:

As part of Johnson County Community College's continuing commitment to improve its programs and services, we are surveying former students who have transferred to 4-year colleges and universities. We are particularly interested in your academic progress and how well you feel JCCC prepared you for your subsequent academic endeavors. Your experiences at both a 4-year college or university and at JCCC give you valuable insights which can help us evaluate our educational offerings.

We very much appreciate your taking a few minutes during this busy time of year to complete the enclosed survey. Please return the completed survey using the enclosed postage-paid reply envelope by December 2, 1992. Your responses are important and your insights will be used by the college to help us in meeting the needs of future JCCC students. Naturally all responses will be kept strictly confidential and reported as group data only.

Thank you for your time and your contribution to this important project. Good luck and best wishes in your future endeavors.

Sincerely,

Jeffrey A. Seybert, Ph.D.
Director, Research, Evaluation,
and Instructional Development

Enclosure

APPENDIX D

FOLLOW-UP SURVEY COVER LETTER

February 5, 1993

Dear Former JCCC Student:

A few weeks ago Johnson County Community College mailed you a Transfer Follow-Up Survey requesting information about your experiences at JCCC and at your transfer institution. Our records indicate that we have not yet received a response from you.

We have enclosed a second copy of the survey for your convenience, in case your original copy has been misplaced. We would very much appreciate it if you would complete the survey and return it to us in the enclosed postage-paid envelope by February 26, 1993.

Your opinions and insights are very important to JCCC and your responses will help us plan programs and provide services that best serve our students. Your survey responses are completely confidential and individual responses are shared with no one. So please, take the next few minutes to complete and mail the enclosed Transfer Follow-Up Survey. If you have already done so, thank you very much for your cooperation.

Thank you again for your time and your contribution to this important project.

Sincerely,

Jeffrey A. Seybert, Ph.D.
Director, Research, Evaluation,
and Instructional Development

Enclosures

APPENDIX E

TRANSFER FOLLOW-UP SURVEY

JOHNSON COUNTY COMMUNITY COLLEGE
TRANSFER FOLLOW-UP STUDY
FALL 1992

Dear Former JCCC Student: Please take a few minutes to respond to each of the following questions as honestly and completely as possible, then return the completed survey to us in the envelope provided. All responses will be kept strictly confidential and reported as group data only. Thank you for your help.

_____NOTE: If you did not complete at least one credit course at JCCC during fall 1990, spring 1991, summer 1991, or fall 1991 and did not transfer to a 4-year college or university, please check here and return the incomplete survey to us so our records can be updated. Thank you.

---

1. What was your major or main area of study at JCCC? _____

2. How many credit hours did you complete at JCCC? _____

3. How many semesters were you enrolled at JCCC? _____

4. How many of these semesters were you enrolled for 12 hours or more? _____

5. When were you last enrolled at JCCC? Summer of 19____ Fall of 19____ Spring of 19____

6. Did you earn an associate's degree at JCCC?

   _____1. Yes _____2. No

7. What 4-year school do you attend?

   _____

8. What is your current class standing at the 4-year college/university you attend?

   _____1. Freshman
   _____2. Sophomore
   _____3. Junior
   _____4. Senior
   _____5. Graduate student
   _____6. Other

9. Based on your own personal experiences, please indicate your level of satisfaction with each of the following aspects of JCCC by circling the number which best reflects your opinion according to the following scale. Also indicate your level of satisfaction with each of these aspects of the 4-year school you attend. Skip those items which are not applicable.

   1 = Very dissatisfied 2 = Somewhat dissatisfied 3 = Neutral
   4 = Somewhat satisfied 5 = Very satisfied

		AT JCCC					AT 4-YEAR SCHOOL				
A.	Academic advisement/ counseling services	1	2	3	4	5	1	2	3	4	5
B.	Availability of scholarships and financial aid	1	2	3	4	5	1	2	3	4	5
C.	Registration process	1	2	3	4	5	1	2	3	4	5
D.	Convenience of class scheduling	1	2	3	4	5	1	2	3	4	5
E.	Variety of courses	1	2	3	4	5	1	2	3	4	5
F.	Helpfulness/individual attention of faculty	1	2	3	4	5	1	2	3	4	5
G.	Quality of instruction	1	2	3	4	5	1	2	3	4	5
H.	Transfer preparation	1	2	3	4	5	1	2	3	4	5
I.	Job placement services	1	2	3	4	5	1	2	3	4	5
J.	Facilities and equipment	1	2	3	4	5	1	2	3	4	5

10. Please rate the following possible outcomes of college attendance with regard to how much you disagree or agree that your experiences at JCCC helped you achieve each of them. Base your responses on the following scale (circle one response for each). Skip those which are not applicable to you.

My experiences at JCCC helped me--	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. Broaden my knowledge of the arts and sciences	1	2	3	4	5
B. Improve my ability to communicate orally	1	2	3	4	5
C. Improve my ability to communicate in writing	1	2	3	4	5
D. Improve my ability to make good decisions	1	2	3	4	5
E. Improve my ability to make constructive use of time	1	2	3	4	5
F. Enhance my ability to get along with others	1	2	3	4	5
G. Expand my tolerance for people and ideas	1	2	3	4	5
H. Clarify the values and goals of my life	1	2	3	4	5
I. Enhance my self-confidence	1	2	3	4	5

11. Was JCCC your "first choice" educational institution at the time you first enrolled?

_____1. Yes
_____2. Unsure
_____3. No

12. Regardless of the financial benefits, do you feel your JCCC experiences have improved the quality of your life?

_____1. Definitely yes
_____2. Probably yes
_____3. Uncertain
_____4. Probably no
_____5. Definitely no

13. If you could go back, knowing what you know now, would you still attend JCCC?

_____1. Definitely yes
_____2. Probably yes
_____3. Uncertain
_____4. Probably no
_____5. Definitely no

14. Would you recommend attending JCCC to your friends and acquaintances?

_____1. Yes
_____2. Unsure
_____3. No

15. Would you encourage your children to attend JCCC?

_____1. Yes
_____2. Unsure
_____3. No

16. For you, what was the primary advantage of attending JCCC prior to transferring to a 4-year college/university?

17. What was your primary educational objective when first enrolling at JCCC? (Check only one)

_____1. Prepare to transfer to another college or university
_____2. Prepare to enter the job market
_____3. Improve skills for your present job
_____4. Explore courses to decide on a new career
_____5. Remedy or review basic skills
_____6. Study topics of interest or for self-improvement
_____7. Prepare to change careers
_____8. Other (please specify)_____

18. Did you change this educational objective while a student at JCCC?

_____1. Yes, changed objective to_____
_____2. No

19. Did you achieve your ultimate educational objective at JCCC?

_____1. Yes, completely
_____2. Yes, partially
_____3. No (If no, briefly explain, then skip to Question 21)

20. Did JCCC help you to achieve this educational objective?

_____1. Yes
_____2. Unsure
_____3. No (if no, please explain)

21. Which of the following best describes your current primary educational objective? (Check only one)

_____ 1. Transfer to another college or university
_____ 2. Prepare for graduate school
_____ 3. Prepare to enter the job market
_____ 4. Improve skills for your present job
_____ 5. Explore courses to decide on a new career
_____ 6. Remedy or review basic skills
_____ 7. Study topics of interest or for self-improvement
_____ 8. Prepare to change careers
_____ 9. No plans for more education
_____10. Other (please specify)_____

22. If you could name one faculty or staff member who had the greatest impact on you at JCCC, who would it be? _____

Why did you select this person? _____

_____

_____

Personal Profile

23. What is your sex?

_____1. Female
_____2. Male

24. What is your age? _____

25. How do you identify yourself?

_____1. American Indian/Alaskan
_____2. Hispanic
_____3. Asian/Pacific Islander
_____4. African American, Black
_____5. White/other

26. What is your marital status?

_____1.Single/never married
_____2.Married
_____3.Previously married (separated, divorced, or widowed)

27. Please describe your JCCC grades:

_____1. Mostly A's
_____2. Mostly A's and B's
_____3. Mostly B's
_____4. Mostly B's and C's
_____5.Mostly C's
_____6.Mostly C's and D's
_____7.Mostly D's
_____8.Mostly F's

28. Which of the following best describes your current employment situation?

_____1. Full-time military
_____2. Employed full-time (30+ hours per week)
_____3. Employed part-time (under 30 hours per week)
_____4. Unemployed, actively looking for work
_____5. Not in labor force (not employed and not looking for work)

29. Which of the following describes your source(s) of income? (Check all that apply)

_____1. Employment (on campus)
_____2. Employment (off campus)
_____3. Student loan(s)
_____4. Grant/scholarship
_____5. Parents/Guardian
_____6. Other (please specify)_____

30. Which of the following describes your primary source of income? (Check only one)

_____1. Employment (on campus)
_____2. Employment (off campus)
_____3. Student loan(s)
_____4. Grant/scholarship
_____5. Parents/Guardian
_____6. Other (please specify)_____

31. Which of the following best describes your annual family income?

_____1. Under $20,000
_____2. $20,001 to $40,000
_____3. $40,001 to $60,000
_____4. $60,001 to $80,000
_____5. $80,001 to $100,000
_____6. Over $100,000

32. Any other comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students would be appreciated. Thank you.

Johnson County Community College
Office of Institutional Research
12345 College Blvd.
Overland Park, KS 66210-1299